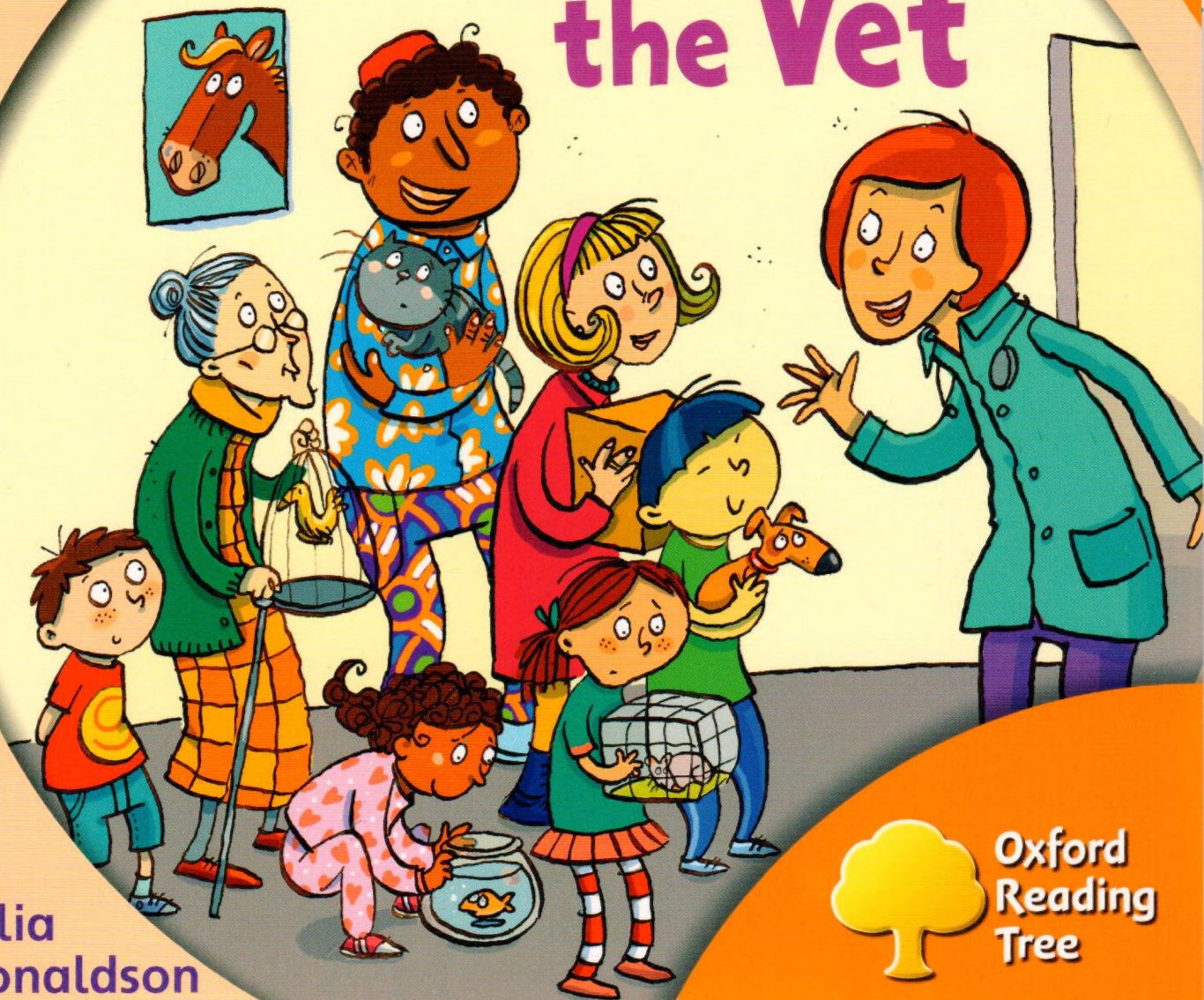




Songbirds

Phonics

Paula the Vet



Julia
Donaldson



Oxford
Reading
Tree



Talk together

Ask the child to

- Point to each letter pattern in the box on the back cover and say the sound that it makes in words. Tell the child that each of these letter patterns can make the same sound.
- Look out for these letter patterns in the story and try and remember the sound they make.

Reading the story

Remember, children learn best when reading is relaxed and enjoyable, so give lots of praise.

- Encourage the child to try to read any words they do not recognise by saying the sounds of each letter pattern separately (e.g. *d – oor*), then running the sounds together quickly. If they find it difficult to say the sounds, say the word for them first, then see if they can hear the sounds in the word.
- Explain that it is important when running the sounds in a word together to check if it sounds like a real word as some words are less regular (e.g. *says*). Read these words to the child if they do not recognise them. Point out the letters that make the usual sound in each word (e.g. the *s* in *says*). This will help your child to remember these words.

See inside back cover for other activities.

Paula is a vet
and a very good vet.
She opens the door
and she calls, "Next pet!"



Here comes a man.
He walks through the door.



He says, "My cat
has a very sore paw."



Paula has a look.
The paw is torn.



"Aha!" says Paula,
and takes out a thorn.



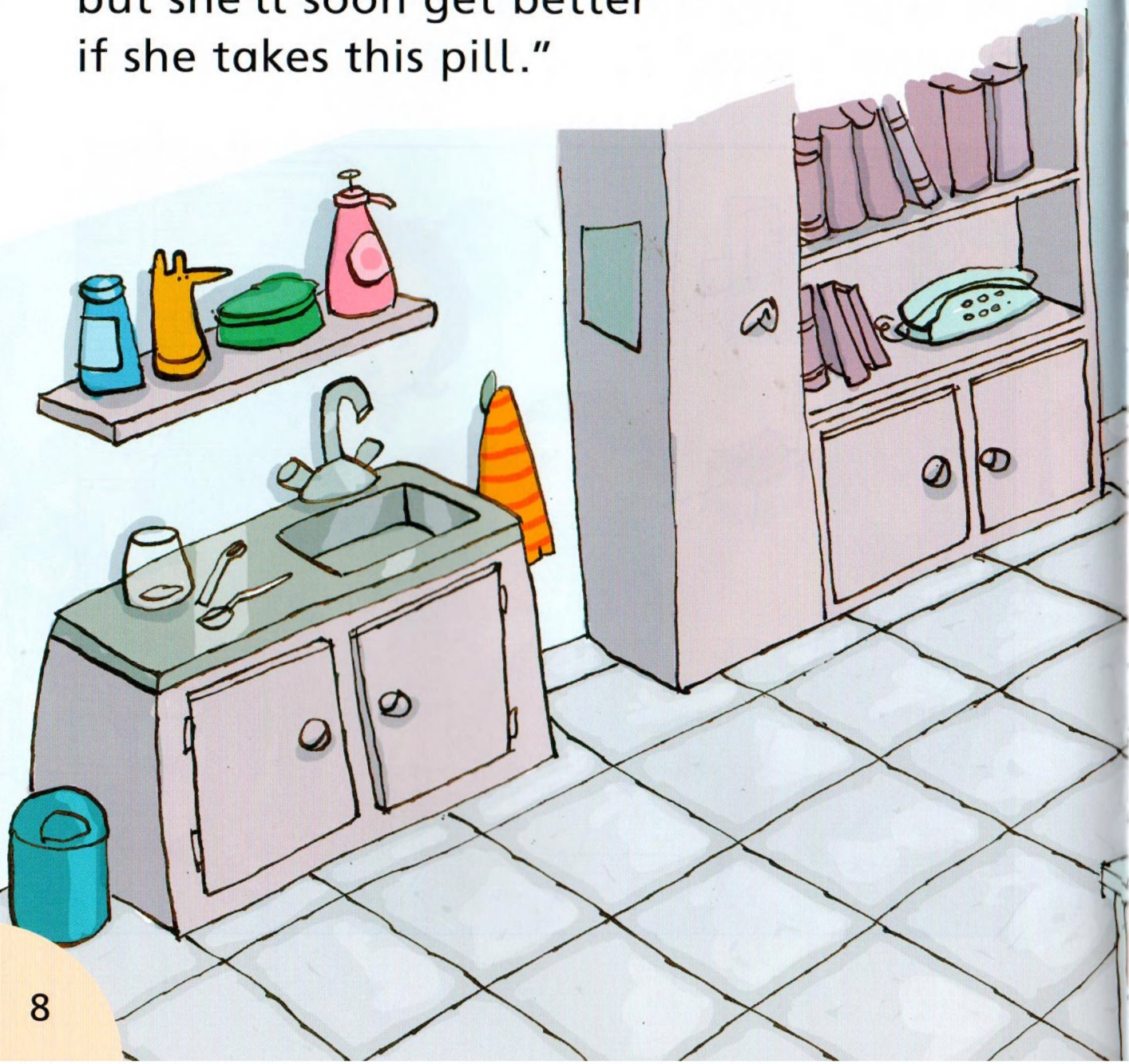
Yes, Paula is a vet
and a very good vet.
She opens the door
and she calls, "Next pet!"



Here comes a boy.
He walks through the door.
He says, "My little dog's
tummy is sore."



Paula tells the boy,
"Your dog is ill,
but she'll soon get better
if she takes this pill."





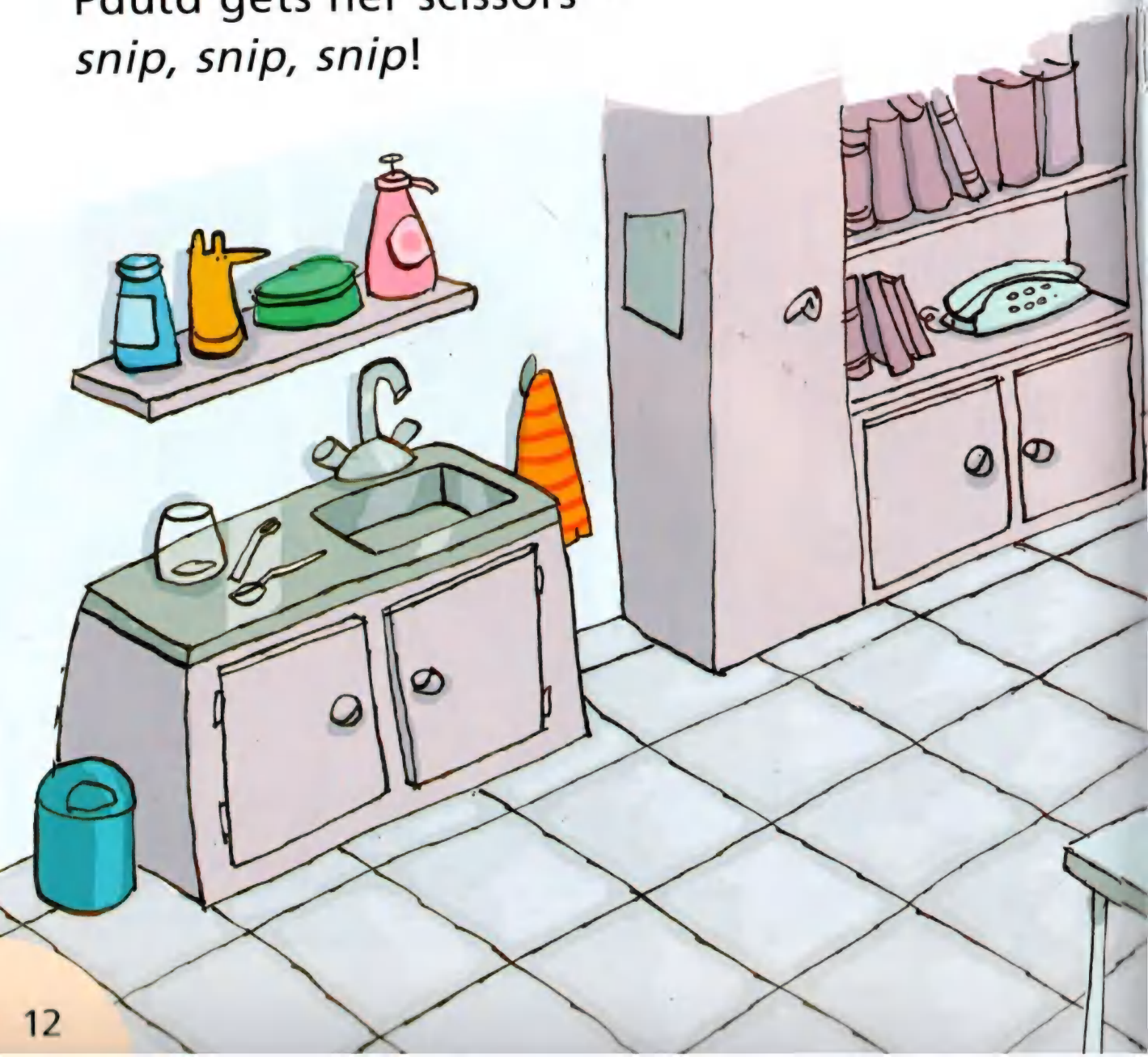
Yes, Paula is a vet
and a very good vet.
She opens the door
and she calls, "Next pet!"



Here comes a lady.
She walks through the door.
She says, "My rabbit
has a very long claw."



Paula tells the lady,
"The nail needs a clip."
Paula gets her scissors –
snip, snip, snip!





Yes, Paula is a vet
and a very good vet.
She opens the door
and she calls, "Next pet!"



Here comes a girl.
She walks through the door.
She says, "My mouse
won't run any more."



Paula has a look,
and she says, "I think
your mouse just needs
more water to drink."



All the morning,
Paula the vet
sees pet,



after pet,



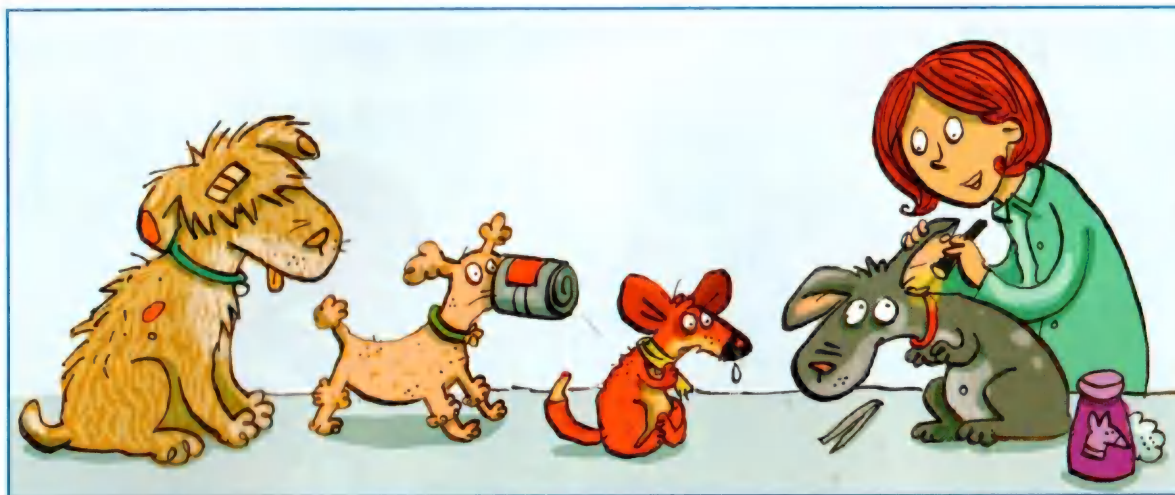
after pet,



after pet.



More and more dogs,



more and more cats,



more and more rabbits



and mice



and rats.



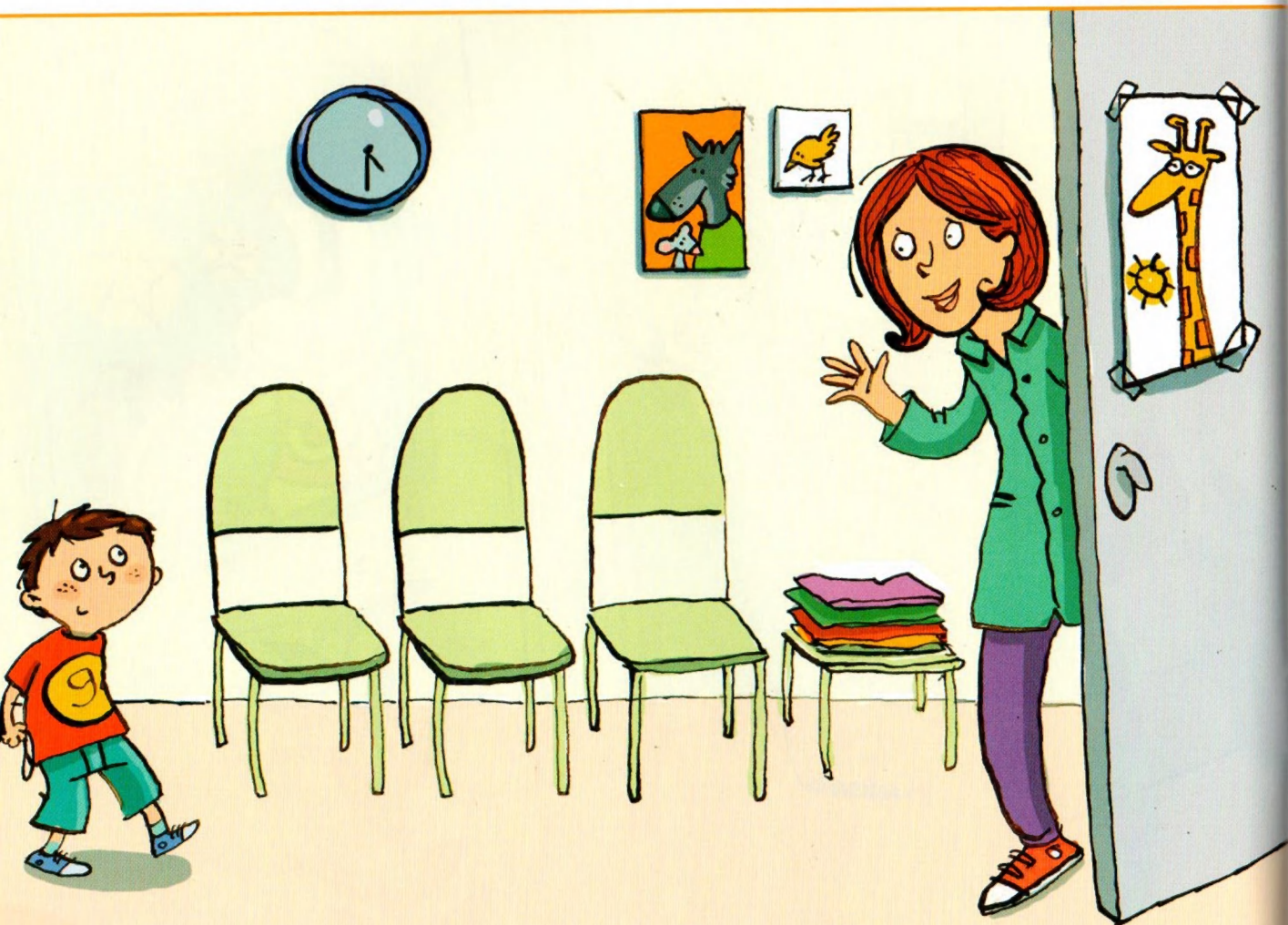
Paula sees ordinary pets
all morning.
Paula feels bored.
Paula starts yawning.



"It's always the same,"
thinks Paula the vet.
"I wish I could see an
extraordinary pet!"



But Paula the vet
is a very good vet.
So she opens the door
and she calls, "Next pet!"



Here comes someone.
He walks through the door.
It's a very small boy. . .



with a dinosaur!



Check comprehension

Ask the child

- What pets does Paula see all morning? (Ordinary pets like cats and dogs.)
- Which pet do you think she is the most interested in? Why? (The dinosaur because it is an extraordinary pet.)

Check phonics (letter-pattern sounds)

Ask the child to

- Read pages 4 and 5. Find some words which contain a long *au* sound (*Paula, paw, torn, thorn*).
- Point to the letter pattern that makes the long *au* sound in the words (*au, aw, or*).
- Identify which of these words rhyme (*torn, thorn*).
- Think of some more words which rhyme with *torn* and try writing them, e.g. *born, corn, dawn, horn, lawn*.
- Use a dictionary to check the spelling of the rhyming words and underline the letter patterns that make the long *au* sound in each word.

Example phonic words: torn thorn morning ordinary extraordinary Paula dinosaur paw claw yawning sore more bored door calls small all always water

Context words: any comes girl her here the says scissors through your